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ABSTRACT

This document presents one module in a set of training resources for trainers to use with parents and/or professionals serving children with disabilities; focus is on rights and responsibilities in the Individualized Education Program (IEP) process. The modules stress content and activities that build skills and offer resources to promote parent-professional collaboration. Each training module takes about 2 hours to deliver. The module guide has eight sections: a publicity flyer, topic narrative, overview, trainer agenda, activities, summary, bibliography, and evaluation. Introductory information explains how to use the modules including conducting a needs assessment, planning the training, selecting the training module, implementation, evaluation, and followup. Objectives of this module are: (1) develop an awareness of the federal and state laws and regulations which safeguard the rights of children with disabilities and their parents, (2) develop an awareness of the IEP process, (3) examine the role and responsibilities of parents in the IEP process, (4) discuss techniques for effective parental and student involvement in the IEP process, and (5) practice goal writing for the IEP. A Bibliography identifies five books, magazines, or other resources. (DB)

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THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) PROCESS: RIGHTS and RESPONSIBILITIES

California State Department of Education
Bill Honig, Superintendent of Public Instruction
Sacramento, CA, 1988

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California State Department of Education
Special Education Division
Program, Curriculum and Training Unit

Presents a Module on:

The Individualized Education Program (IEP) Process: Rights and Responsibilities

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Special Thanks to:

Susan Westaby
Author of "Child and Parental Rights in Special Education"
a California State Department of Education publication
that was used as the basis for this module.

1988

This module, as well as thirteen others, were produced under the direction of Karl E. Murray and Susan Westaby of the Program, Curriculum and Training Unit, Special Education Division, CA State Department of Education. The modules are being field-tested throughout 1988. During this field-test stage, they are available by sending $ 5.00 for each module (includes tax and mailing) to: Parent Training Modules, CA State Department of Education, P.O. Box 944272 - Room 621B, Sacramento, CA 94244-2720. Make checks payable to Parent Training Modules.

INTRODUCTION

The Parent/Professional Training Modules have been developed to serve as a core set of training resources for trainers to use primarily with groups of parents. Some of the trainings were designed specifically for combined groups of parents and professionals, and all the trainings can be adapted for use with parents or professionals as separate or combined audiences. The training modules in the series focus on content and activities that build skills and offer resources to promote parent-professional collaboration to ensure quality education for all students with disabilities. There are fourteen training modules in this series:

Parent Professional Collaboration
Parental Involvement
Stress and Support in the Family
Coping with Loss and Change
Parent Support Groups
An Effective Community Advisory Committee
Community Advisory Committee Leadership Training
Communication Skills
The Individualized Education Program: Rights and Responsibilities
Placement in the Least Restrictive Environment
Training for Professionals Working with Families
Parent Professional Collaboration in Planning for Employment
Transition Planning
Interagency Collaboration: The Parents' Role

Each training module has eight sections:

Flyer
Topic Narrative
Overview
Trainer Agenda
Activities
Summary
Bibliography
Evaluation

Within each of these sections there are these materials:

Flyer - The Flyer highlights what participants can expect to learn by attending the training. It can be personalized for each training by adding date, time, and location in the appropriate spaces.

Topic Narrative -- The Topic Narrative contains content information specifically for the trainer. Trainers use the information to enhance their knowledge and understanding of the subject matter of the training module.

Overview -- The Overview contains the goals and objectives for the module; and the content and presentation strategy for each activity contained within the module.

Trainer Agenda -- The Trainer Agenda contains details of trainer and participant activities, materials and media. It is a suggested agenda that trainers can personalize to fit their style and the specific needs of the participants. A few modules that deal with sensitive or difficult content have Trainer Tips included in the Agenda section.

Summary -- The Summary contains highlights of all the content information presented in activities within the training. The Summary was designed to provide information to prospective participants and to workshop planners.

Bibliography -- The Bibliography contains the names of books, magazines and other resources that were used as references in developing the training modules and may serve as a list of suggested reading materials for trainers as well as participants.

Evaluation -- The Evaluation contains questions that directly assess the objectives of the module as well as some general questions to evaluate the usefulness of materials and trainer effectiveness.

The Parent/Professional Training Modules have been designed to be a flexible and expandable resource for trainers of parents and professionals. It can be housed in binders or in file folders and rearranged as needed. Trainers are urged to add articles, resources and other materials that will make each training reflect their individual style and meet the needs of the participants.

HOW TO USE THESE TRAINING MODULES

Conduct a Needs Assessment:

Gather as much information as you can about the groups that you will be working with. The following types of questions may help:

Does the group meet regularly or is it assembled specifically for the purpose of this training?

What does the group want to accomplish? Does it have a stated goal? Are there a set of outcomes that the group wants to achieve?

Who is involved in the group (agencies and organizations)?

If the group is an ongoing group, how is the group organized? (officers, executive committee, standing committees, task groups, etc.)

What has the group already done? What training has the group already received?

What is the group working on now?

How does the group get things done?

Has the group conducted a needs assessment to determine the group's need for training and the training topics of interest?

Plan the Training

Typically, this is a dialogue between the trainer and the client. Often, the client will have a specific topic or activity in mind. Sometimes additional topics will be suggested during the needs assessment process when the trainer probes to get more information. The trainer can share a list of module topics and/or several module summaries to aid the client in selection of a topic(s) from the series.

Select the Training Module

The Parent/Professional Training Modules offer a wide selection of topics and activities. The trainer can select the module that deals with the topic chosen by the client.

Review the Training Module

The module provides the core activities and a suggested trainer agenda. The trainer can adjust both to reflect their individual style and the needs of the client.

Identify Additional Resource Materials

The trainer can add articles, resources, and other materials to the core training module. Often a trainer will introduce local resources or pertinent sample materials.

Deliver the Training

The Parent/Professional Training Modules are best delivered by a training team of a parent and a professional. Collaboration is modeled by the team as each member of the team displays unique perspectives, abilities and knowledge as they enhance each others presentation styles.

Evaluate the Training

Evaluation is an essential element of any training. Each module includes an evaluation that assesses the specific objectives of the module and the usefulness of materials. These evaluations can assist the trainer in refining the module content and modifying presentation style, if needed.

"Follow-Up" the Training

It is a good practice to follow-up any training with a personal visit, letter, or a phone call. The trainer may wish to keep a list of names, addresses, and phone numbers of participants to facilitate follow-up. The follow-up usually consists of discussion about how the training may have impacted the client's personal or professional life. Clients may express the desire for further training and/or materials and resources.

The Individualized Education Program (IEP) Process: Rights and Responsibilities

(For All Interested and Involved Parents and Professionals)

You, as a participant, will learn about:

- federal and state laws that safeguard the rights of children with disabilities and their parents
- the IEP process
- the roles and responsibilities of parents in the IEP process
- how parents and students can be involved in the IEP process
- writing goals for the IEP

Day and Date:

Time:

Location:

For More Information, Call:

Please Come

The IEP Process: Rights and Responsibilities
Topic Narrative

Public Law 94-142 is a federal law which mandates and affirms the right of all handicapped children to a free appropriate public education. The goals of PL 94-142 are to do the following:

1. Provide a free and appropriate public education to all handicapped children, which includes special education and related services to meet their unique educational needs.

2. Provide handicapped children with an education in the least restrictive environment on the basis of individual needs.

3. Guarantee to each handicapped child an unbiased, valid assessment in a mode of communication normally used by the child.

4. Provide parents the opportunity to be involved in the educational decisions concerning their child.

California statutes present a plan for implementing special education services for individuals with exceptional needs. The primary goal of the plan is to provide a free and appropriate public education to individuals with exceptional needs in the least restrictive environment. The intent is to place the child with exceptional needs in a program integrated with regular school programs, where possible, while giving consideration to needs of both exceptional and other students in general education. The plan does not categorize or label children. The plan does the following:

1. Guarantees that every individual with exceptional needs receives appropriate educational services,

2. Requires school districts to offer all necessary special education services or to contract appropriately when the needed service cannot be provided in the district or special education local plan area (SELPA),

3. Provides for funding on the basis of services provided to the child, rather than categories of handicaps,

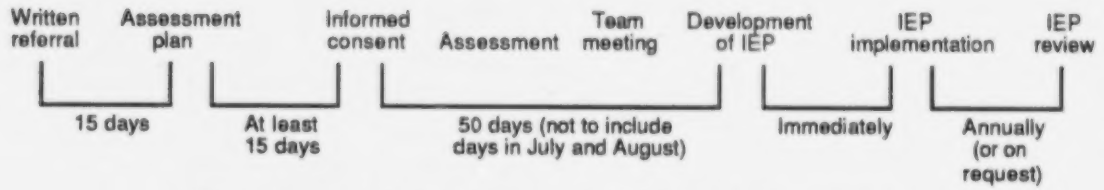
4. Requires a thorough assessment of each child's special needs and regularly scheduled reviews to ensure that the services provided are appropriate,

5. Provides for the involvement of parents as partners in the assessment, placement, and evaluation of their children,

6. Provides for transportation for all pupils in special education programs, when necessary.

Before a child receives special education services, a written Individualized Education Program (IEP) must be developed and then reviewed each year at a meeting in which the parents have the right, and are encouraged, to participate. Parents must give written approval to the Individualized Education Program before it can be implemented. Parents have a right, and are encouraged, to present information during the IEP team meeting for use in developing the best IEP for their child.

The IEP is developed for the child's present level of educational performance and includes annual goals and short term instructional objectives; the type of specific special educational instruction and related services needed for the child; a statement of the extent the child will participate in regular educational programs; the date(s) when the special education service begins and is projected to end; and the annual evaluation procedures and review date for updating the IEP.



Time Line for Assessment—IEP Implementation

When appropriate, the IEP will also include prevocational career education goals; employment skills goals; alternative standards for graduation; extended school year services; a plan for transition into regular education; specialized services, materials, and equipment needs; transportation needs; for children whose main language is not English, appropriate goals, objectives, programs, and services in order for the child to benefit from instruction; and any other related services the IEP team agrees are needed for the child to benefit from his or her education.

Due process is a right guaranteed by the U.S. Constitution and federal and state laws and regulations. In regard to special education, due process ensures that both school agencies and parents have the right to request a hearing to resolve disagreements relative to the appropriateness of the special education programs and services offered or being provided for your child.

The due process hearing procedure ensures that specific procedures and time lines are followed whenever there is a proposal or a refusal by the school to change your child's education program. Issues which may be considered under the due process hearing procedure include identification, assessment, placement of individuals with exceptional needs, and the provision of a free appropriate public education.

Due process procedures include, but are not limited to, an informal conference and/or a mediation conference at the district level and an administrative hearing at the state level. Parents are ensured specific rights in connection with the due process procedures. The local educational agency is required to give parents information about the procedures.

Either the parents or the school district may submit a written request to the Superintendent of Public Instruction for a due process hearing. A copy of the request must be provided to the other party at the time the request is initiated. If both parties agree to a mediation conference, it must be scheduled and completed within 15 days of the date the hearing request is filed. The hearing process generally must be completed within 45 days, although exceptions may occur when both parties agree.

Parents rights at a due process hearing include, but are not limited to, the following:

- The right to examine and receive copies of any documents contained in their child's education records.
- The right to be accompanied at the hearing by a representative(s) of their choosing.
- The right to open the hearing to the public.
- The right to give or withhold permission for placement of their child.

If either party disagrees with the decision of the Superintendent of Public Instruction, the party may appeal to a court of competent jurisdiction.

Any individual, public agency, or organization may file a complaint that alleges noncompliance of the educational agency in implementing special education services for an individual or violation of state and federal laws or regulations concerning special education implementation. A complaint is filed in writing with the local education agency's superintendent or with the Superintendent of Public Instruction. The complaint procedure is used in situations which involve alleged violation by the public education agency of any federal or state law or regulation governing special education.

Each educational agency is responsible for making sure that the child is involved as much as possible in the regular school program. This "involvement" is to be based on the nature or severity of the child's handicapping condition. One way that this is accomplished is by having available a variety of educational options. Special education and related services may be provided in any of the following:

- Regular classrooms
- Special classes or centers
- Homes or nonsectarian hospitals
- Other school district or county programs
- State university demonstration schools
- State special schools
- Other states if no appropriate facility exists in California
- Public or nonpublic nonsectarian schools or programs, including residential facilities
- Licensed child care institutions
- State hospital programs
- Private nonprofit preschools
- Private nonprofit child development centers
- Regional occupational centers and programs
- Community colleges
- Four-year colleges
- Juvenile justice agencies
- State prisons
- Resource specialist programs

Parents and children as well as the local education agencies have responsibilities and legal rights. A major responsibility for parents is to become an active, cooperative, contributing member to the child's educational program.

Some responsibilities that parents should assume are:

- Coordinate their child's records.
- Initiate school conferences.
- Share specific information about their child.
- Join parent organizations.
- Attend school board and advisory committee meetings.
- Provide positive feedback to teachers, school board members and service providers.
- Be informed about current legislation.

The law mandates that parents have the opportunity to participate in the IEP process. It does not, however, define the level of participation. In order for parents to act as decision makers on an equal basis with every other member of the IEP team, they must become knowledgeable about their rights and responsibilities, and learn techniques to help them organize the information they have about their child

Taken from: *Child and Parental Rights in Special Education.*, Sacramento, CA: CA State Department of Education, 1988.

Overview

The goal of the module is to increase the participants' knowledge and understanding of the Individualized Education Program (IEP) and the role of parents in its development and implementation.

Objectives

1. Develop an awareness of the federal and state laws and regulations which safeguard the rights of children with disabilities and their parents.
2. Develop an awareness of the IEP process.
3. Examine the role and responsibilities of parents in the IEP process.
4. Discuss techniques for effective parental and student involvement in the IEP process.
5. Practice goal writing for the IEP.

Objective Number	Suggested Minutes	Content	Presentation Strategy
	10	Introduction, Objectives and Agenda Review	
3	10	Roles in the IEP Process Pretest	Individual and Small Group Activity with Large Group Sharing
1	40	Legislative Overview	Lecturette and Large Group Discussion
	10	Break	
2	10	IEP Process	Lecturette
2	20	Placement/Least Restrictive Environment	Individual Activity and Large Group Discussion
3	10	Parent Responsibilities	Lecturette
4	10	Parent and Student Involvement in the IEP Process	Lecturette and Large Group Discussion
5	25	Goal Writing	Individual and Small Group Activity with Large Group Report Back
3	5	Roles in the IEP Process Post-test	Individual Activity
	10	Conclusion and Evaluation	
	160		

Suggested Trainer Agenda

WORKSHOP TITLE: The Individualized Education Program (IEP) Process: Rights and Responsibilities

DATE:_____ PAGE: 1

PRESENTERS:_____

CLIENT: _____

GOAL: To increase the participants' knowledge and understanding of the Individualized Education Program (IEP) and the role of parents in its development and implementation.

OBJECTIVES:
1. Develop an awareness of federal and state laws and regulations which safeguard the rights of children with disabilities and their parents.
2. Develop an awareness of the IEP process.
3. Examine the roles and responsibilites of parents in the IEP process.
4. Discuss techniques for effective parental and student involvement in the IEP process.
5. Practice goal writing for the IEP.

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
10 minutes		Welcome Introductions Objectives and Agenda Review Display Objectives and Agenda on Chart Paper	Listen	Chart Paper Pens Tape Chart of Agenda and Objectives
10 minutes		Roles in the IEP Process Activity/Handout 1 Individual and Small Group Activity with Large Group Sharing Distribute Handout 1 Give participants 5 minutes to complete Handout 1. When they are finished, ask them to turn to the person next to them, introduce themselves, and choose one role they were "uncertain" of to discuss. Allow 5 minutes for discussion. Ask participants to save their handout, it will be used later in the session.	Complete Handout Share with Partner	Handout 1

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
		Trainer will ask one or two participants to share with large group the role or responsibility they discussed.	Share with Large Group	
40 minutes		Legislative Overview Activity/Handouts 2A–E Lecturette and Large Group Discussion Distribute Handout 2A In this legislative overview the trainer will be discussing rights and protections as established in federal and state law. *RIGHTS:* *Federal Law* The Education for All Handicapped Children Act of 1975 (PL 94-142 and later amendments) is a federal law which mandates and affirms the right of all handicapped children to an appropriate public education. The goals of PL 94-142 are to do the following: 1. Provide a free and appropriate public education to all handicapped children, which includes special education and related services to meet their unique educational needs. 2. Provide handicapped children with an education in the least restrictive environment on the basis of individual needs. 3. Guarantee to each handicapped child an unbiased, valid assessment in a mode of communication normally used by the child. 4. Provide parents the opportunity to be involved in the educational decisions concerning their child. *State Laws* California statutes present a plan for implementing special	Listen Ask Questions Discuss	Handout 2A

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
		education services for individuals with exceptional needs. The primary goal of the plan is to provide a free and appropriate education to individuals with exceptional needs in the least restrictive environment. The intent is to place the child with exceptional needs in a program integrated with regular school programs, where possible, while giving consideration to the needs of both exceptional and regular students. The plan does not categorize or label children. The plan does the following: 1. Guarantees that every individual with exceptional needs receives appropriate educational services. 2. Requires school districts to offer all necessary special education services or to contract appropriately when the needed service cannot be provided in the district or special education local plan area (SELPA). 3. Provides for funding on the basis of services provided to the child, rather than categories of handicaps. 4. Requires a thorough assessment of each child's special needs and regularly scheduled reviews to ensure that the services provided are appropriate. 5. Provides for the involvement of parents as partners in the assessment, placement, and evaluation of their children. 6. Provides for transportation for all pupils in special education programs, when necessary. *PROTECTIONS:* The two protections are the 1) Individualized Education Program (IEP) and 2) due process procedures. 1. IEP—Before children receive special education services, a written Individualized Education Program (IEP) must be developed and then reviewed each year at a meeting		

Suggested Trainer Agenda (continued)

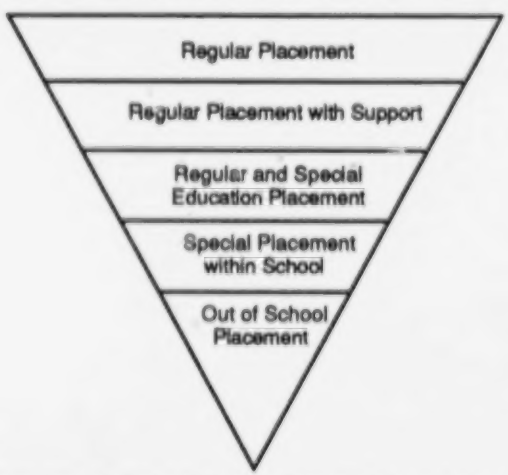
TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
		in which parents have the right, and are encouraged, to participate. Parents or guardians must give written approval to the Individualized Education Program before it can be implemented. They have a right, and are encouraged, to present information during the IEP team meeting for use in developing the best IEP for the child.		
		Trainers use Handouts 2B–2D to briefly discuss what the IEP is, what the IEP includes and who is on the IEP team. Time lines, roles and responsibilities of parents will be discussed later in the workshop session.	Listen Look	Handouts 2B–2D
		2. Due Process—Distribute Handout 2E pages 1 and 2. Trainer will use this handout as a basis for this lecturette.		Handout 2E
		Trainer may choose to address questions as they arise during the lecturette or ask participants to note their questions and deal with them at the end of the lecturette.		
10 minutes		Break		
10 minutes		<u>IEP Process</u> Activity/Handout 3 Lecturette Distribute Handout 3	Listen Look	Handout 3
		Trainer will use this handout as a basis for the following lecturette. The IEP process is basically divided into 5 steps: 1. Identification 2. Assessment 3. Planning 4. Implementation 5. Evaluation		
		Each step has specific time lines attached to it. Once a written referral is initiated the IEP process begins. The district begins		

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
		development of an assessment plan. The school district has up to 30 days to develop the assessment plan and obtain the parents' "informed consent" to begin assessment. Once parents have given permission for assessment the school district has up to 50 calendar days (not including July and August) to complete assessment and hold an IEP meeting. Placement must occur immediately following the IEP meeting, provided parental consent has been given. Parents have specific roles to play throughout the IEP process. These include: -Sharing unique information about their child for the assessment and IEP teams. -Attending the IEP meeting. -Assisting with the development of appropriate goals and objectives for their child. -Deciding with the team what program and services their child should receive. -Reviewing possible program alternatives. -Monitoring their child's progress. After a child is placed in an appropriate program there will be an annual IEP review. Parents may request an IEP meeting *before* the time of the annual review if they have concerns about the child's progress or placement. The school district must conduct a reevaluation (including assessment) every 3 years.		
20 minutes		<u>Placement/Least Restrictive Environment</u> Activity/Handout 4A and 4B Individual Activity and Large Group Discussion Distribute Handout 4A and 4B Trainer will state that two of the roles discussed in the previous lecturette dealt with reviewing possible program options and assisting with placement recommendations.		

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
		Each educational agency is responsible for making sure that the child is involved as much as possible in the regular school program. This "involvement" is to be based on the nature or severity of the child's handicapping condition. One way that this is accomplished is by having available a variety of educational options. The ideal is that the child be placed in the "least restrictive environment."		
		Trainer will now distribute Handout 4A.	Complete Handout Discuss	Handout 4A
		Instruct participants to complete handout following instructions. It is important to note that for the purposes of this activity participants should assume that total integration or mainstreaming is appropriate. Allow participants 5 minutes to complete the handout. Trainer will lead participants in a discussion of activity. Trainer will want to stress that this is an example of options. Trainer may choose to display Placement Option answers as a wall chart, ie:		
		It is important to note that the IEP should include some documentation concerning why the child was placed in anything other than the regular classroom. Trainer will distribute Handout 4B as a resource for participants.		Handout 4B



Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
10 minutes		<u>Parent Responsibilities</u> Activity/Handout 5 Lecturette Display Wall Chart Distribute Handout 5 Trainer states: "We have spent a great deal of time talking about legal rights dealing with our children's education. We also must remember that parents and children, as well as schools, have responsibilities. A major responsibility of the parent is to become an active, cooperative, contributing member of your child's educational program and to support quality education." Trainer will prepare a wall chart on parent responsibilities.Trainer will refer to and use wall chart of responsibilities as basis for lecturette elaborating on points listed. *WALL CHART - Parent Responsibilities* 1. Coordinate your child's records—keep a file on educational, psychological, medical records. 2. Initiate school conference early in the year. 3. Share specific information about your child and assist in developing appropriate IEP goals. 4. Join parent organizations—ARC, ACLD, CANHC, PTA, CAC. 5. Attend school board, parent group meetings, parent advisory committees. 6. Give positive reinforcing messages to teachers, counselors, administrators and school board members. This can be accomplished through writing notes and letters or making phone calls. 7. Keep informed about current legislation.	Listen	Wall Chart

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
		Distribute Handout 5 for Item #1 on Wall Chart as an example of recordkeeping: Indicate that parents are the major and perhaps only coordinator of all their child's records and the importance of this task. This is one way to organize your records. It provides a basis for starting up a notebook where you can keep all information about your child in one place. Other sections of information can be added, ie. Regional Center contacts, IPPs, and as child is older Social Security (SSI), Department of Vocational Rehabilitation. If trainer has a system of recordkeeping or a notebook they use for their child it would be appropriate to have it available for participants to see. Discuss other points on Wall Chart. Indicate that we will be discussing #3 in more detail in a few minutes.		Handout 5
10 minutes		<u>Parent and Student Involvement in the IEP Process</u> Activity/Handouts 6A–6C Lecturette and Large Group Discussion Distribute Handouts 6A–6C Trainer states: "The law mandates that parents be given the opportunity to be involved. This does not mean that parents will automatically be equal partners in the decision making process. Just as no teacher or member of that IEP team will come to the meeting without doing their "homework" or preparing, parents need to prepare in order to ensure their participation is as valuable and meaningful as possible. Preplanning will not only make parent participation more significant it will build parent confidence." Ask 2 or 3 participants to share how they prepare for IEP meetings. Ask participants to refer to the handouts you have just given	Listen Look	Handouts 6A–6C

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
		them. The "IEP Checklist" (Handout 6A) details required sections of the IEP and questions a parent may want to ask about those sections. "Things Included in the IEP" (Handout 6B) is an excellent way for a parent to organize information and thoughts before the meeting. We suggest that you take the time before the IEP meeting to address the questions and make some notes using this handout as a guide. Bring these notes with you to the meeting, along with your recordkeeping notebook on your child. Make sure that the IEP team knows you have prepared for the meeting and want to share your information at the appropriate times. *Student Participation in the IEP* Often students are not included in the IEP meeting and when they are, they just sit there and listen to all the adults making plans and setting goals for them. This meeting is really all about them and their future. The bottom line is that whether they meet their IEP goals will have a lot to do with their efforts as well as parents and teachers. It is important for the student to learn what an IEP is and that their participation is important. The student forms (Handout 6C) are a good way for the student to learn about the IEP process* and assist them in participating in the IEP meeting. *Trainer may indicate that some teachers use these forms as a basis for a unit they teach to their special education students on the IEP process. It is suggested that a teacher or the child's parents sit down with them prior to the IEP meeting and explain that their input is important at the meeting and help them fill out the forms. The student will bring these forms (Handout 6C) with them to the meeting. These are generic forms and can be modified as you might feel appropriate.		

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
25 minutes		<u>Goal Writing</u> Activity/Handout 7 Individual and Small Group Activity with Large Group Report Back Distribute Handout 7		Handout 7
		Trainer states: "We have talked about how to prepare for IEP meetings, how to organize your information. A very important part of that meeting is the goals that are set for the student. We will now give you the opportunity to practice writing goals. Take a few minutes to read the handout and then write some goals for your child."	Write goals	
		After you have completed your list of goals on the last page of the handout, take a few moments to prioritize the goals in order of their importance to you. Keep in mind it is most effective to concentrate on only a few major goals at a time.		
		Trainer should allow 15 minutes for participants to complete this individual part of the activity. Ask participants to pair up with another person and discuss the following questions:	Discuss with Partner	
		Have you written goals before? If so, was it difficult? Have you included your child in goal setting in the past? If not, do you see a value in it? Was it difficult to prioritize your goals? Allow 5 minutes.		
		Trainer asks participants to share their experiences with goal writing and what they have learned from this activity with the large group.	Share with Large Group	
		Trainer then states: "We hope this activity has helped you to visualize your role in designing goals that can be included in your child's IEP. When you go to your next IEP meeting remember:		

Suggested Trainer Agenda (continued)

TIME	WHO	TRAINER ACTIVITIES/CONTENT	PARTICIPANT ACTIVITES	HANDOUTS MEDIA
		-School district personnel may also propose goals for inclusion in the IEP. -To explain why a particular goal is important—why you think your child should work on that goal. -To adjust your goals to reflect additional information about what is realistic and/or critical for your child at this time. -To find out what you can do at home to help your child reach the goals that are finally set for him/her. -To encourage school district personnel to adjust their goals based on information you provide .		
5 minutes		<u>Roles in the IEP Process</u> Activity/Handout 1 Individual Activity Post-Test Refer to Handout 1 Trainer asks participants to review their responses to Handout 1 which was completed at the beginning of the session. "As a result of new information and experiences gained from this workshop session, would you respond differently to any of these statements?" Have a few participants share as time permits.	Review Handout Share	Handout 1
10 minutes		<u>Conclusion</u> Restate Objectives Thank Participants Complete Evaluation/Handout 8	Complete Evaluation	Handout 8

IEP Process
Activity/Handout 1
Individual and Small Group Activity with
Large Group Sharing
10 Minutes

Roles and Responsibilities in the IEP Process

Please read each item carefully.

PARENTS*: Check the box opposite the statement which best describes what you think is an appropriate /inappropriate role for you to assume during the IEP process.

STAFF*: Check the box opposite the statement which best describes what you, as a staff member, think is an appropriate/inappropriate role for parents to assume during the IEP process.

*If you are not sure if a role is appropriate/inappropriate, check "uncertain."

0 APPROPRIATE	1 INAPPROPRIATE	2 UNCERTAIN	
			Assessment Activities
			1. *Gather information* relevant to the student.
			2. *Summarize information* relevant to the student.
			3. *Present information* relevant to the student.
			4. *Interpret information* relevant to the student.
			Programming Activities
			5. *Suggest* student's subject matter *needs*.
			6. *Suggest* instructional *methods* for student.
			7. *Set* evaluation *criteria* for student's academic performance in the special education program.
			Evaluation Activities
			8. *Use* student *needs as guidelines* for judging programming alternatives.
			9. *Evaluate the alternatives* from the viewpoint of the school's ability to deliver the services.
			10. *Influence others* to accept a specific program for the student.
			11. *Review* the continued appropriateness of the student's educational *program*.
			12. *Review* the student's educational *progress*.
			IEP Meeting Activities
			13. *Encourage others* to participate.
			14. *Resolve conflicts* of opinions.
			15. *Determine* team *membership*.
			16. *Establish* meeting *dates*.
			17. *Responsibility* for implementation of the student's special education program.
			18. *Disseminate* the team *decisions* to appropriate persons.

Public Law 94-142 Established Four Major Rights:

1. Free Appropriate Public Education
2. Placement in "Least Restrictive Environment"
3. Fair Assessment Procedures
4. Parent Involvement in Educational Decisions

And Two Protections:

1. Individualized Education Program (IEP)
2. Due Process Procedures

IEP Process
Activity/Handout 2A
Lecturette and Large Group Discussion
40 minutes

The Individualized Education Program

What it is:

1. A written individualized statement
2. Developed by a team
3. To guarantee delivery of appropriate services
4. For all children who meet eligibility requirements

What it is not:

1. A binding contract that guarantees that goals and objectives will be accomplished

What Does the IEP Include?

The Individualized Education Program (IEP) is a written statement determined in a meeting of the individualized education program team and shall include, but not be limited to, all of the following:

1. Child's present level of educational performance.
2. Annual goals and short-term instructional objectives.
3. Statement of specific special education and related services to be provided, including extent to which the child will participate in the regular program.
4. Projected date for initiation and duration of such programs and services.
5. Appropriate evaluation procedures and objective criteria for determining, at least annually, whether the short-term instructional objectives are being achieved.

When appropriate, the IEP shall also include, but not be limited to, all of the following:

1. Prevocational career education goals.
2. Employment skills goals.
3. Alternative standards for graduation.
4. A plan for transition into regular education.
5. Specialized services, materials, and equipment needs.
6. Transportation needs.
7. For children whose main language is not English, appropriate goals, objectives, programs, and services in order for the child to benefit from instruction.
8. Extended school year services.

IEP Team

Minimum membership shall include, but not be limited to:

- One or both of the pupil's parents, a representative selected by the parent, or both
- Administrator or administrative designee
- Pupil's present teacher. If the pupil does not presently have a teacher, a regular classroom teacher referring the pupil, or a special education teacher qualified to teach a pupil of his or her age.

When appropriate, the team shall also include:

- The individual with exceptional needs
- Other individuals, at the discretion of the parent, district, special education services region, or county office
- Persons who have assessed the student
- Anyone else whose competence is needed.

Due Process

Due process ensures that both school agencies and parents have the right to request a hearing to resolve disagreements relative to the appropriateness of the special education programs and services offered or being provided for the child.

The due process hearing procedure ensures that specific procedures and time lines are followed whenever there is a proposal or a refusal by the school to change the child's educational program. Issues which may be considered under the due process hearing procedure include: identification, assessment, placement of individuals with exceptional needs, and the provision of a free appropriate public education.

Due process procedures include, but are not limited to, an informal conference and/or a mediation conference at the district level and an administrative hearing at the state level. Parents are ensured specific rights in connection with the due process procedures. The local educational agency is required to give parents information about the procedures.

Either the parents or the school district may submit a written request to the Superintendent of Public Instruction for a due process hearing. A copy of the request must be provided to the other party at the time the request is initiated. If both parties agree to a mediation conference, it must be scheduled and completed within 15 days of the date the hearing request is filed. The hearing process generally must be completed within 45 days, although exceptions may occur when both parties agree.

Parents rights at a due process hearing include, but are not limited to, the following:

-The right to examine and receive copies of any documents contained in the child's education records.

-The right to have present at the hearing the pupil who is the subject of the hearing.

-The right to be accompanied at the hearing by a representative(s) of the parents choosing.

-The right to open the hearing to the public.

-The right to give or withhold permission for placement of the child.

If either party disagrees with the decision of the Superintendent of Public Instruction, the party may appeal to a court of competent jurisdiction.

Taken from: *Child and Parental Rights in Special Education.* Sacramento, CA: CA State Department of Education, 1988.

Listed below are some of the important things parents should know about due process and procedural safeguards.

1. Parents must be notified whenever the school:

   -plans to conduct a special assessment of their child.

   -wants to change their child's identification, assessment, educational placement, or the provision of a free and appropriate education.

   -refuses to initiate a change in the identification, assessment, educational placement or the provision of a free and appropriate education to the child.

2. Parent consent must be obtained before the school conducts the assessment or makes a placement.

3. Parents have the right to obtain an independent educational assessment for their child.

4. Parents must be informed by the school of their right to examine school records which relate to their child's identification, assessment and educational placement.

5. Parents must receive a full explanation from the school of all of the procedural safeguards provided by the law.

6. Parents have the right to participate in the meeting when their child's educational program is designed.

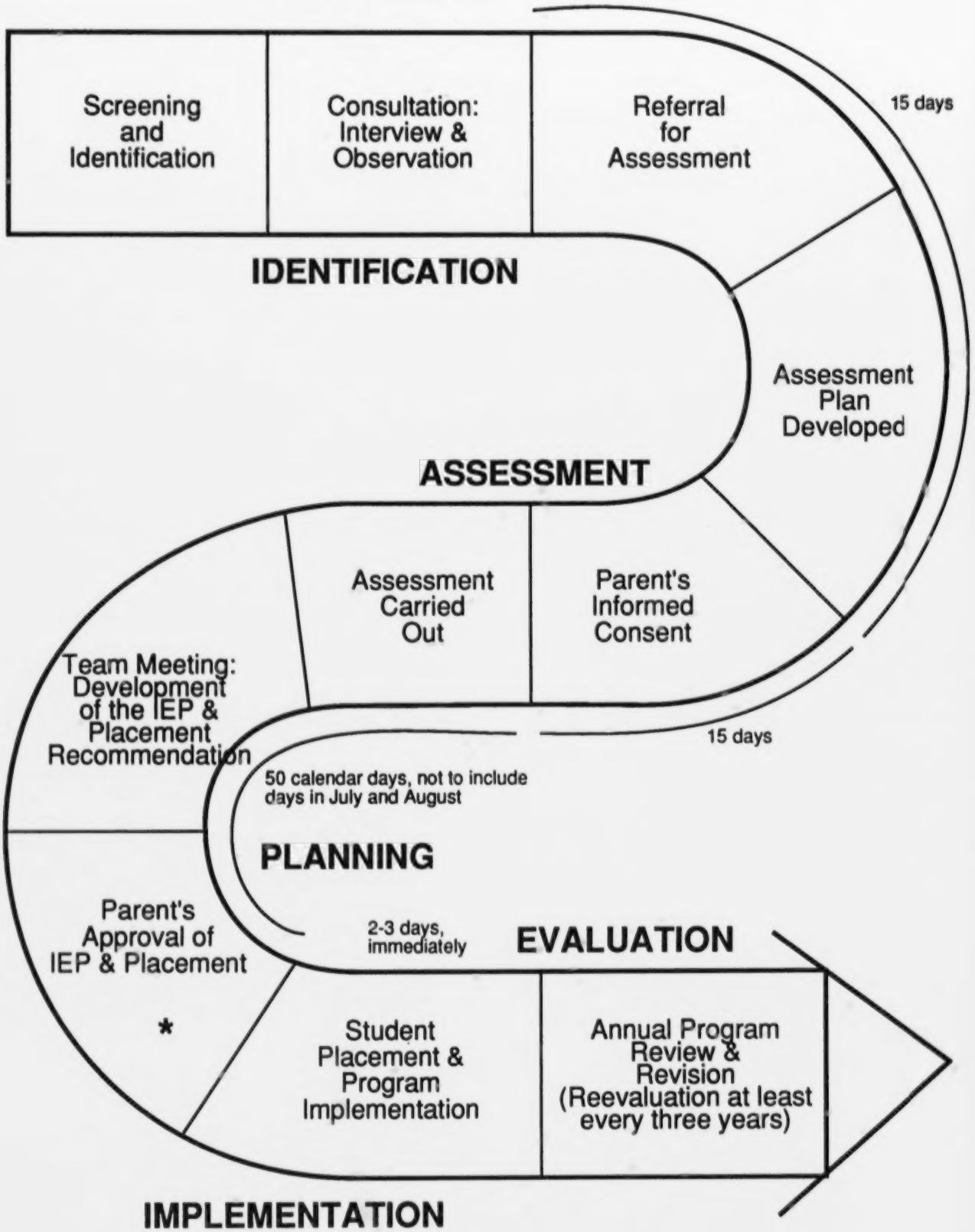
7. Parents have the right to an impartial hearing if they disagree with the decision of the school. The schools also have the right to request a hearing.

8. Parents and schools have certain rights in hearing procedures.

Taken from: Pasanella, A. L. *Trainer manual for working together for quality education: Seminars for parents of children with exceptional needs*, Sacramento, CA: California State Department of Education, 1981.

IEP Process
Activity/Handout 3
Lecturette
10 minutes

Individualized Education Program (IEP) Process or Time line



*Parent's Informed Consent Required

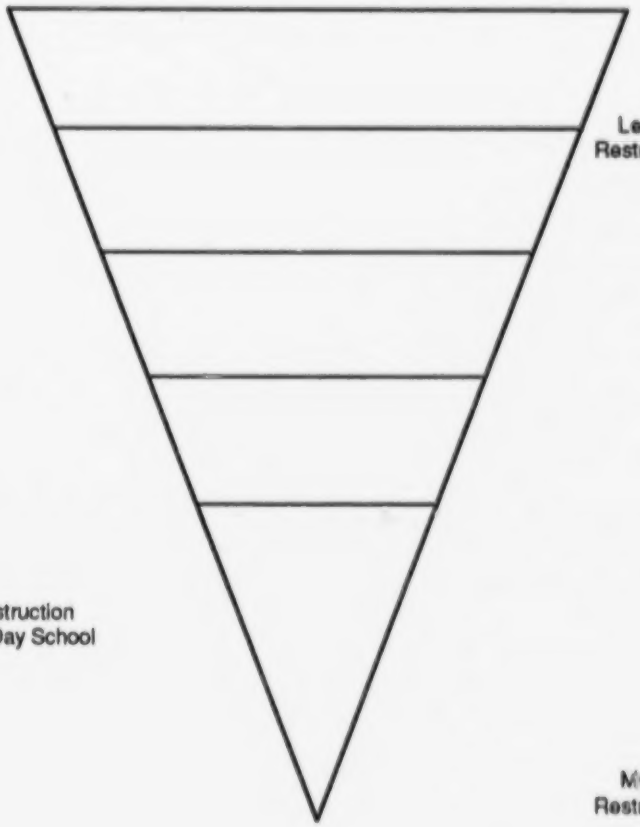
Placement Options/ Least Restrictive Environment

Using the placement options listed on the left, fill in the chart on Least Restrictive Environment by placing the placement options in correct order from least to most restrictive. For the purposes of this activity assume that total integration or mainstreaming is the desired and/or appropriate "least restrictive environment".

Placement Options

1. Regular and Special Education Placement
   - Resource Specialist Program
   - Part-time Special Day Class
   - With DIS services
2. Out of School Placement
   - Special School
   - Residential
   - Hospital
   - Home
   - With DIS services
3. Regular Placement with—
   - Supplementary Materials
   - Support from Specialists
   - Consultation Services
   - Classroom Tutors
   - DIS services
4. Special Placement Within School
   - Special Education Class
   - Special Education Class and Home Instruction
   - Special Education Class and Special Day School
   - With DIS services
5. Regular Placement

Least Restrictive Environment



California State Department of Education

Policy Statement on Least Restrictive Environment

Approved by the California State Board of Education, October 10, 1986

California's commitment to the provision of services to individuals with exceptional needs in the least restrictive environment is clearly stated in legislative intent:

> "Individuals with exceptional needs are offered special assistance programs which promote maximum interaction with the general school population..." (E.C. Part 30, Chap. 1, Sect. 56005 (g))

This commitment is further stressed in the mandate which requires that:

> "A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized." (E.C. Part 30, Chap. 4, Art. 1, Sect. 56303)

Policies for implementing this intent statewide are based on the principle that individuals with exceptional needs should receive their education in chronologically age appropriate environments with nonhandicapped peers. This principle maintains that both nonhandicapped and handicapped children are most successfully educated in a shared environment where qualities of understanding, cooperation and mutual respect are nurtured.

It is also the intent of federal and state statutes and regulations that individuals with exceptional needs attend the same public school as nonhandicapped students in their neighborhood unless it is determined by the Individualized Education Program (IEP) team to be inappropriate to their educational and social needs.

Therefore, placement in an educational environment other than a regular class should be considered only when the IEP team determines that the regular environment, services, and/or curriculum cannot be modified effectively to meet the needs of the student as specified in his/her IEP.

Both federal and state regulations mandate the provision of:

> "...a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment." (E.C. Part 30, Chap. 1, Art. 2, Sect. 56031)

To ensure that a full continuum of program options are available, all education agencies should review their current delivery systems to determine that:

1. Program options in regular education environments are available at local neighborhood schools.
2. Special education programs, to the maximum extent appropriate to student needs, are housed on regular school campuses and dispersed throughout the district.
3. The physical location of the program facilitates continuing social interaction with nonhandicapped students.
4. Individuals with exceptional needs have equal access to all regular education activities, programs, and facilities on the regular school site and participate in those activities as appropriate to their needs.
5. Administrative policies and procedures encourage the close cooperation of all school personnel to facilitate opportunities for social interaction between individuals with exceptional needs and nonhandicapped individuals.

6. Administrative policies and procedures allow individuals with exceptional needs maximum access to appropriate general education academic programs and school personnel are given necessary support to insure the student's success.

7. Long-range plans and commitments for physical housing on regular school campuses are made in order to avoid frequent and disruptive program relocations.

8. Through long-range commitments for physical housing on regular school campuses, individuals with exceptional needs are afforded opportunities to develop and maintain continuing relationships with nonhandicapped peers.

Consistent with the determination of an IEP team, students may be placed in residential schools or nonpublic schools and may be provided educational services in medical facilities. Administrators of those facilities and programs are encouraged to provide opportunities for participation with nonhandicapped students in both educational and social activities.

In all instances, the IEP team determines the extent to which an individual with exceptional needs participates in regular education with nonhandicapped students. The determination of appropriate program placement, related services needed, and curriculum options to be offered is made by the IEP team based upon the unique needs of the handicapped student rather than the label describing the handicapping condition or the availability of programs.

To summarize California's position on the least restrictive environment for individuals with exceptional needs receiving a public education, the State Department of Education heartily concurs with the Legislature in its declaration that:

> "Special education is an integral part of the total public education system and should provide maximum interaction between handicapped and nonhandicapped pupils..." (E.C. Part 30, Chap. 1, Art. 1, Sect. 56031

Recordkeeping for Parents

I. You must learn as much about your child's education as you possibly can.

1. Keep a complete set of records. This file should include any or all of the following:

   a. results of tests conducted by psychologists for diagnosing your child's needs.

   b. doctors' and nurses' reports.

   c. teachers' reports on your child's progress.

   d. samples of your child's work.

   e. copies of each IEP and documents related to it.

   f. records of phone calls and copies of letters.

   g. your notes and observations concerning your child.

II. You must document all actions you take on behalf of your child.

1. Keep copies of all letters which you send to school officials and other agencies.

2. If you make any decisions concerning your child's education through a conference with school officials or through a telephone conversation, send a letter confirming these decisions. State in the letter exactly what has been decided. A written record is essential if the school fails to carry out its promises.

3. If you desire an assessment of your child, request it in writing.

4. If you wish to see your child's records, make your request in writing.

5. If you desire a hearing to challenge the school's actions, request it in writing. Send copies of your request to the school principal and to the local superintendent of schools.

   You are entitled to a hearing if:

   a. you disagree with the testing, assessment, placement or provision of a free appropriate public education.

   b. the school refuses to assess your child or make a change in placement which you have requested.

Child Information Forms

The following forms:

1. Background Information
2. Developmental History
3. Child's Record of Medical Information/Family Health History
4. Educational History

are included in this handout. Complete the forms, or sections of the forms, which are appropriate for your child. You will then have a reference guide to use when making application to a new agency for services for your child.

It is suggested that the forms be inserted in a notebook where you can also file items such as:

-medical, educational, psychological, and/or therapy reports.

-your child's IEP and progress reports from the school.

-copies of letters you've written or received concerning your child.

-a log of phone calls and visits to agencies and professionals (include dates, names, phone numbers, purpose and outcomes of such contacts).

When all of the available information about your child is kept together in one place, it will be easier for you to keep track of it. Remember to keep your notebook up to date. You may want to take it with you when you go to your child's school for an IEP meeting, or to a new agency or service provider.

All of the forms are from: *Directions II: A workbook for families.* Los Angeles, CA: Western Los Angeles Direction Service, 1978.

Background Information

Why use this form?

Almost every agency with whom you come in contact will ask you questions about the background and service history of your child. These questions are a standard part of the "intake" process of most agencies. Many parents express frustration at having to answer the questions over and over. But the process is probably necessary because it is important that the agency that is about to begin serving you should know about what services you have received in the past so they don't do things over that have already been done. These kinds of questions also serve to orient and acquaint the professional with your child and your family. You may find that you save a lot of time and are less frustrated if you write down all the significant background information about your child here so that you don't have to try to remember the names and places you have been "on the spot," or dig through your purse or wallet for several tiny scraps of paper, business cards or old reports. This form, like most of the others that follow, is designed to save you time in the "long run" if you take time to fill it out now.

When to use this form:

When you go to a new agency, to be used as an aid in answering questions.

Before you go to the agency, you might send the form ahead, so they don't have to ask so many questions.

When your child starts a new school program.

When someone asks you the name of a professional or agency who has provided service to your child.

All of the forms are from: *Directions II: A workbook for families.* Los Angeles, CA: Western Los Angeles Direction Service, 1978.

Background Information

_____
Date

Full Name of Child: _____
Last First Middle

Sex: _____ Age: _____ Date of Birth: _____
Year, Months

Phone: _____ Child's Address _____
No. Street City Zip

Full Name of Mother _____
Last First Middle

Mother's Place
of Employment _____ Phone _____
Company Occupation Check if OK to call [ ]

Father's Place
of Employment _____ Phone _____
Company Occupation Check if OK to call [ ]

[ ] Mother's [ ] Father's address
if not living in the home _____

Phone _____

In case of emergency, if parent (guardian) not available, contact:

_____
Name Relationship Phone

_____ _____
Street Address City

Hospital to be used in case of emergency _____
Name City

Other persons living in the home:

Name	Sex	Age	Relationship
1			
2.			
3.			
4.			
5.			

Marital status of natural parent _____

Family members licensed to drive _____

_____ Number of cars _____

*Family income: Under $5,000 _____ , 5,000-10,000 _____, 10-15,000 _____ ,
15-20,000 _____ , 20-25,000 _____ , 25-30,000, _____ , over 30,000 _____ .

**Family religious preference _____

*In most cases, cost of services becomes an issue and agencies can serve you most effectively if they have some idea of family income.

**Religious information is requested because some service providers focus their activities toward particular religious groups.

Service History

Medical:

Family Doctor_____
Name Specialty Address Phone

Pediatrician _____
Name Specialty Address Phone

Other medical specialists who have evaluated or treated your child:

Name	Specialty	Type of Service Given	Approx. Dates of Service	Address	Phone

Educational:

_____ _____
Nursery School Name City Ages(s) while enrolled

_____ _____
Kindergarten Name City Ages(s) while enrolled

Other schools attended:

Name of School	Type of School (K-6, K-8, etc.)	Location	School District	Dates Attended	Types of Special Service Received

Has child ever skipped, failed or repeated a grade? _____

_____

_____

Present school _____
Name Address City

_____ _____ _____ _____
Phone Grade District Teacher

_____ _____
Principal Counselor/Psychologist

_____
Other school personnel working with your child (aides, therapists, etc.)

Type of school:

[ ] Residential [ ] State School [ ] Public School [ ] Not in School

[ ] Private School [ ] Hospital

Social services presently received—What services? How often?

_____

_____

What school personnel (past or present) know your child well?

Name	Position	School

Other Services—Please list all clinics, agencies, hospitals, programs, or individuals from which the child has received services (educational, medical, psychological, vocational)

Name of Provider	Agency	City	Dates of Service	Type of Service	Phone

What past or present service providers know your child well or are particularly familiar with an aspect of his growth and development?

_____

_____

_____

Summary of current services being received

List all services, programs or regular activities currently attended by your child. Specify days attended and the hours attended.

	Services	Days Attended (Circle)	Hours Attended
1.	School	Su, M, Tu, W, Th, F, Sa.	
2.		Su, M, Tu, W, Th, F, Sa.	
3.		Su, M, Tu, W, Th, F, Sa.	
4.		Su, M, Tu, W, Th, F, Sa.	
5.		Su, M, Tu, W, Th, F, Sa.	
6.		Su, M, Tu, W, Th, F, Sa.	
7.		Su, M, Tu, W, Th, F, Sa.	

Name of person completing form: _____

Developmental History

Why use this form?

Many agencies ask you to tell them something about your child's development. They usually ask you at what age your child was able to do certain things, like crawl, walk, or talk. It is especially difficult to recall all these "developmental milestones" when you have more than one child in your family or a number of years have passed since your child began walking, talking, etc. The task of answering questions about your child's development will be much easier if you fill out the form and have it as a reference for future use.

When to use this form:

When visiting a new physician or health service.

When you are required to fill out similar forms for agencies serving your child.

When developmental "delays" need to be documented to establish eligibility for special services.

Definitions of terms requiring explanation

Present functioning:

Ambulation (crawl, walk, run, hop, skip, use a tricycle)

Describe the ways your child presently is able to move from one place to another, and what method(s) he uses. Briefly describe any problems in ambulation or movement. (e.g., limps, has difficulty riding a two wheel bicycle, etc.) Be sure to note things your child may be particularly adept in as well as problems.

Manipulative ability (grasp, hold, lift, carry, release, push, pull)

Describe your youngster's ability to manipulate objects. This item is most useful in describing young children or a youngster with a physical limitation. If your child has no difficulty in this area, just write, "normal abilities for his/her age."

Additional Comments

If there is any significant aspect of your child's growth pattern not mentioned in the form, write such information here. Note any particular ability or behavior that your child may have developed at a seemingly early age as well as things that seemed to develop later than usual.

Child's Name _____ Birthdate _____

Person Completing Form _____ Date Form Completed _____

Developmental History

Feeding History: _____

Sleep History: _____

Note age at which your child accomplished the following:

1. Hold head up	_____	11. Drink from glass or cup	_____
2. Smile	_____	12. Eat solid food with fingers	_____
3. Roll over	_____	13. Use a spoon	_____
4. Sit up alone	_____	14. Indicate need to use toilet	_____
5. Crawl	_____	15. Toilet trained—bladder	_____
6. Stand alone	_____	16. Complete care of	
7. Walk alone	_____	self at toilet	_____
8. First tooth	_____	17. Dress himself	_____
9. First word	_____	18. Wash himself	_____
10. Put words together	_____		
Put phrases together	_____		
Put sentences together	_____		

Date of last bedwetting:_____Is bedwetting a problem?_____

Present functioning:
Ambulation (crawl, walk, run, hop, skip, climb, use a tricycle):

Manipulative ability (grasp, hold, lift, carry, release, push, pull):

Any separations from family? _____

When? _____

Reasons? _____

Does child have any unreasonable fears or worries? _____

Describe _____

_____

_____

_____

_____

Temper tantrums? _____ At what age? _____

List any undesirable habits (biting fingernails, etc.): _____

_____

_____

_____

_____

Describe any traumatic or unusual experiences: _____

_____

_____

_____

Additional comments: (List any other aspects of your child's development that seems significant)_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Record of Medical Information

Why use this form?

Thorough and accurate medical records are essential to your child's receiving quality medical services. Some of the items included on this form may benefit a physician or health professional in diagnosing and treating your child.

There are some items that are called for on this form that will be difficult or impossible to fill in because you do not have access to the needed information. Be as thorough as you can, but don't feel a compulsion to fill in all the information that is difficult to acquire.

If your information is thorough and up-to-date, you may be able to reduce the amount of time a physician has to spend with your child and requestioning of you and your child.

When to use this form:

Previous to the school assessment to assist school officials in determining if a current medical evaluation is needed.

When visiting a new physician or specialist recommended by another physician.

When moving to a new community and starting services with new physicians.

To have available for the school nurse, should she request such information.

When requesting that an agency forego an expensive medical reevaluation in order to establish eligibility. This form may provide the information needed to secure current medical reports that could avoid another expensive evaluation.

As an ongoing record and reminder to update routine physical examinations or re-evaluate the use of certain medications.

All of the forms are from: *Directions II: A workbook for families.* Los Angeles, CA: Western Los Angeles Direction Service, 1978.

Child's Record of Medical Information
Family Health History

Information about the health of your immediate family may prove useful in the diagnosis and treatment of problems related to your child. Make note of any serious or chronic diseases in your family, with special attention to those listed below. It also helps to note the age when the disease first occurred.

Be sure to include:

Allergies
Arthritis
Cancer
Diabetes
Epilepsy
Hearing defects
Heart defects
Hypertension
Mental illness
Mental retardation
Obesity
Tuberculosis
Visual defects
Other recurring family diseases

Name	Birth Date	Blood Type & Rh	Occupation	Diseases, etc.	If Deceased, Age & Cause
Husband					
his father					
his mother					
brother & sisters					
Wife					
her father					
her mother					
brothers & sisters					

Child's Birth Record

Be sure to note such details as duration of pregnancy, length of labor, Cesarean delivery, use of forceps, newborn respiratory distress, jaundice or birth defects. If you are Rh-negative and the child was Rh-positive, were you given the Rh vaccine?

Name	Date	Sex	Blood Wt.	Apgar Type & Rh	Hospital Score	City	Physician	Mother's Age

Length of Pregnancy: _____ Hospital: _____

What medications did you receive? _____

Any vaginal bleeding? _____ How long? _____

During this pregnancy, did you experience:

Spotting _____
Exposure to X-ray _____
Rashes _____
High temperature _____
Diarrhea _____
Surgery _____
Excessive vomiting _____
False labor _____
Illnesses _____
Exposure to contagious diseases _____

Comments on above:_____

_____

_____

_____

Did your doctor note:

High blood pressure? _____ Medication received (type) _____

Convulsions? _____ Medication received (type) _____

Fluid retention? _____ Medication received (type) _____

Did you have any serious accidents during pregnancy?_____

Please explain. _____ _____

_____ _____

Birth Information

Birth weight:_____ Length: _____

Duration of labor:_____ Type of delivery: _____

Anesthesia used? _____

Any labor complications? _____

Any transfusion given? _____ Mother _____ Child _____

Did mother hear baby cry soon after birth? _____

Did baby require resuscitation?_____

Was baby in an incubator? _____ How long? _____

Did the doctor tell you why?_____

Postnatal Information

Length of hospital stay: Mother _____ Child _____

Mother's postnatal health:_____

Did the baby seem to tremble or shake? _____

Any convulsions? _____ When?_____

Any evidence of jaundice? _____ If so, when was it evident?_____

How long did it last? _____

Any scars, deformities noted? _____

Was baby breast fed? _____ For how long? _____

Any problem sucking?_____ Chewing? _____ Swallowing? _____

Incomplete Pregnancies

A complete reproductive history includes details of spontaneous or induced abortions, miscarriages and still births. If you are Rh-negative and the fetus was Rh-positive, whether or not you were given the Rh vaccine is relevant here, too.

Termination	Duration	Circumstances	Termination	Duration	Circumstances

Child's Record of Illnesses

List accidents, surgery and illnesses, including chicken pox, mononucleosis, hepatitis, measles, German measles, mumps, strep throat and whooping cough. If there was surgery, specify what was repaired or removed and note X rays taken, medications and diet.

Name	Date	Length of Illness	Nature of Illness, Injury or Surgery	Physician	Office, Clinic Hospital	Treatment

Health and Accident Insurance Information

Name	Policy Number	Date Issued	Company	Type of Coverage	Premium

Payments Received Against Health Insurance Policy

Name of Policy	Date of Payment Received	Payment Received for:

Immunization Schedule

2 months	Diphtheria/Tetanus/Pertussis (whooping cough) vaccine, first shot; polio vaccine, first dose	1–12 years	Rubella (German measles) vaccine
3 months	DTP, second shot	15–18 months	Polio booster; DTP booster
4 months	Polio vaccine, second dose; DTP completed	4–6 years	Polio booster; DTP booster
6 months	Polio vaccine completed	12–14 years	Tetanus/Diphtheria Toxoid (adult form); mumps vaccine
12 months	Tuberculin test; rubeola (measles) vaccine	Thereafter	Tetanus/Diphtheria Toxoid every 10 years

Immunization Record

Enter month and year of completed series, booster, single immunizations

Immunizations	Child	Child	Child	Child	Mother	Father
DTP completed						
boosters						
Polio completed						
boosters						
Tuberculin test						
Rubeola (measles)						
Rubella (German measles)						
Tetanus/Diphtheria toxoid)						
Mumps						
Other						

Periodic Physical Examinations

Physician/ Name	Date	Clinic	Ht.	Wt.	Blood Pressure	Findings, Advice or Instruction

Medications

Note any medications that your child has taken in the past or is presently receiving, the condition which makes the medication needed, the doctor who prescribed the medicine, and the dosage, if it is known to you. Also comment on the effectiveness of the medication, according to your observations as a parent.

Medication	Approx. Date Pre-scribed	Presently Taking?	Dosage	Prescribing Doctor	Condition For Which Prescribed	Effectiveness

Educational History

Why use this form?

Teachers and school programs change from year to year. It is important that you keep an up-to-date history of the types of educational services your child has received so that you can present new teachers and programs with an overview of your child's school history. The school maintains cumulative records on your child, but there may be aggravating delays in transferring such records to another school or agency so that your child can receive the services s/he needs in a timely manner. Some agencies providing services may accept your educational history in lieu of requesting school cum files.

It is also important to maintain consistent and continuous records on your child's progress in school, especially with regard to test data that chronicles your youngster's improvements in basic skill areas.

Some of the information contained in this form will be useful to school personnel who are helping to plan an appropriate educational program for your child. You may be able to provide valuable information on what programs or types of persons have seemed most effective in dealing with your child, and which services or "teacher styles" seemed ineffective. Some of the items in this form may also be helpful in alerting teachers and school personnel to problems they may anticipate in dealing with your child. It is best to be honest about such past difficulties so school personnel can plan strategies to counteract problems before they reoccur. Most children inevitably "slip" back into old habit patterns regardless of who knows about their past history of problems. But if new people are better prepared to cope with these problems, your child may benefit.

The form will also help school officials to try to program activities that build upon your child's strengths as well as his weaknesses.

When to use this form:

When moving to a new school.

To familiarize a related educational service provider with your child's past educational history.

To assist you in contributing ideas toward the development of the individualized education program.

When school officials are planning your child's educational program.

When new achievement or other test data are reported to you.

Adapted from: *Directions II: A workbook for families.* Los Angeles, CA: Western Los Angeles Direction Service, 1978.

Educational History

School History

Name of school attended: _____

Dates Attended: _____

Grade or Class	Teachers

Principal: _____

Others involved (Nurses, Psychologists, Counselor—List only if they had a significant involvement with you or your child.)

_____ _____

_____ _____

Describe your child's progress in each of the grades as best you can:

_____

_____

_____

_____

_____

_____

Achievement Data—List the results of any achievement tests that were given to your child that were reported to you:

Name	Date Given	Results

_____

_____

_____

_____

_____

Have there been any teachers that seemed particularly effective in dealing with your child? If you can, describe why they were effective and what they did. Are there any particular personality characteristics that you have observed in teachers to which your child responded particularly, positively or negatively?

_____

_____

_____

_____

_____

_____

To your knowledge, what test or evaluation data has been done on your child?

Type of Evaluation	Person Administering Agency & Address	Approximate Date	Results If Known

To your knowledge, were any methods or materials used to teach your child that seemed particularly effective?

What does your child like *best* in school?

What does your child like *least* in school?

Does your child experience particular difficulty in getting along with other children or adults in school?
Yes [ ] No [ ]

If yes, in what settings do problems usually occur?

What kinds of things does your child do in each of these settings that creates problems.? (Give examples.)

What strategies have been employed to reduce these problems? Comment on their effectiveness.

IEP Process
Activity/Handout 6A
Lecturette and Large Group Discussion
10 Minutes

IEP Checklist for Parents

IEP Requirements	Questions
1. Present Levels of Educational Performance	1. What areas are covered (reading; writing; math; speech; language; social; self-help; vocational; psychomotor skills)? What assessment was done in the skill areas? When? Was the assessment thorough? Do the results correspond to your knowledge of your child's ability?
2. Annual Goals	2. Are they based on assessment of your child's present performance? What changes are expected in your child's behavior? Given your knowledge of your child, are they appropriate?
3. Short-Term Instructional Objectives	3. Will they help your child reach the stated goals? Can your child's progress on each objective be measured? Could *you* tell if your child had mastered the objective?
4. Evaluation Procedures and Review Date	4. How will your child's progress be measured? When will the team meet to review/revise the IEP?
5. Placement Recommendation	5. What makes this placement appropriate to your child's needs? Will your child be in contact with nonhandicapped peers? How often?
6. Special Education and Related Services	6. What services does your child need (speech therapy; auditory training; etc.)? Will they be provided? How often? When will the services begin and end?

Adapted from a paper prepared by Eugene Edgar and Leonard Kenowitz, Seattle, WA: University of Washington, 1977.

Things Included in the IEP

Goal and Objectives

Yearly goals and objectives must be based on what your child is able to do at the time the goals and objectives are selected. If they are not based on current performance, the program will not help your child learn as much as possible.

Notes To Share or Information I Need (Use this space for notes you want to share with the team.)

What are my child's strengths? _____

_____

_____

_____

_____

Where does my child need the most help? _____

_____

_____

_____

_____

_____

At this time, what do *I* consider the *most* important goals and short-term objectives for my child during the coming year?

In what ways are new goals I have in mind consistent with my child's rate of progress during the past year?

What activities or progress have I observed that support my child's goal areas?

What are effective reinforcers for my child?

Yearly goals and objectives should be based on at least two kinds of considerations: your child's overall development needs, and how your child should be able to function at the end of his or her education program.

Notes to Share or Information I Need

What is the long-range plan for my child's...

total education and activities of daily living? How much personal independence will my child be working toward?

_____

_____

_____

_____

realistic academic achievement and skill development?

_____

_____

_____

_____

social adjustment (personal relationships, friends and support groups, and community life)?

_____

_____

_____

_____

participation in regular classes or opportunities to spend time with nonhandicapped peers?

_____

_____

_____

_____

What considerations are being given to the type of vocational and community living choices my child will have after completing school?

How should the long-range plan be changed to take into account the progress my child has made during the last year?

From: California Regional Resource Center, Los Angeles, CA: 1980.

Student's Role in the IEP Process

Dear Student:

As you think back over the past few years about how you have changed and grown, you may be surprised at the number of things you have learned. Most of the time you have not even realized you were learning a new skill because it was so easy; it just seemed to happen. Other times you may have had a more difficult time, and you *knew* it because it took a lot of your hard work to finish the job.

We have all had times when we would really like some extra help to make our learning easier. You may have found ways that are best for you, and you may have some new ideas about ways to help yourself even more. Your teachers and parents may also have some new thoughts they think may help you.

Soon you will be invited to a meeting to review your school program and to talk about ways to make your school program the best possible one for *you*. Your parents and some of the school staff will also be invited to this meeting. *All of you* are members of a team which will be responsible for planning and carrying out your school program. It is called the IEP team. An IEP is an Individualized Education Program which is especially developed just for you.

This worksheet is for you to use to get ready for the meeting of your IEP team. You will notice that there are places for you to make notes to share with the rest of your team. As you look over this worksheet, you may think of questions you would like to have answered before you meet with the other members of your IEP team. You may want to set up a special time with one of your teachers before your meeting so you can have your questions answered.

Your parents and teachers want to join with you in making this very important meeting one that will help you be successful.

Sincerely,

Before We Go On, Let's Review Your IEP

•IEP is short for Individualized Education Program

•The IEP is a written plan which will...

be developed by your IEP team.

be designed just for you when you receive special education programs or services.

be reviewed at least once each year.

help your teacher, your parents, and you plan ahead to make sure that your time in school helps you to reach your ambitions.

Here is a list of things that will be written on your IEP

1. Your present levels of work in school.
2. Your yearly goals—what you want to achieve this year.
3. Your short-term objectives—those skills you will need to learn before you can reach your goals.
4. The special education and related services you need.
5. The amount of time and ways you join in the regular classes.
6. When your special services will begin and end.
7. Ways to decide if you have reached your short-term objectives.
8. Summer school services, if you need them.
9. Specially designed physical education, if you need it.
10. Vocational education (learning skills needed to get a job), if you need it.
11. Different ways you can meet requirements for graduation from high school.

Goal Worksheet

Directions: Complete the following sentences.

The school activities I really enjoy are_____

_____

_____

_____

The activities I enjoy the most outside of school are _____

_____

_____

_____

I would like more help with the following classes in school_____

_____

_____

_____

If I had a chance, the change I would want to make in my school program is_____

_____

_____

_____

I learn best when _____

_____

_____

_____

What I do best in school is _____

_____

_____

_____

What I do best at home is _____

_____

_____

_____

What I do best in my community is _____

_____

_____

_____

When I finish school I would like to have one of the following jobs:

1. _____
2. _____
3. _____

What I am doing right now to get myself ready for a job when I finish school is _____

_____

_____

_____

_____

_____

_____

The three most important goals I have for this year are:

1. _____

_____

2. _____

_____

3. _____

_____

In order to achieve my goals, I plan to_____

_____

_____

_____

From: California Regional Resource Center, Los Angeles,CA: 1980.

An Educational Goal Setting Guide for Parents

One of the most—if not the most—important things that you, as a parent, can do to help school and other professionals do a good job is to assist in the identification of goals for your child. When teachers and other professionals have some idea of what you would like to see happen to your child, they will be more able to provide services and programs that help meet your expectations. There is no one better qualified to write a goal for your child than you, the parent. You know your child better than anyone else and you are legally in charge of his/her life. It is more than reasonable that you suggest goals for your child.

Goals are not that hard to write and you will require little special training. The short program that follows will help you to identify realistic goals for your child.

Goals--what are they?

Goals are statements about things we're aiming to do, get, or become. Setting goals for ourselves, and systematically working toward them, is a way of turning an ambition or desire into a reality. If you know what you want, you're more likely to get it.

Setting educational goals for pupils is an important part of planning an appropriate instructional program. Educational goals are statements that tell what skills or behaviors the teacher and pupil are aiming for. Annual goals, such as "will be able to dress himself," may be steps along the way to life goals like, "will be independent," and represent a specific set of skills that the child will hopefully master over the school year.

Setting Goals

Parents can make a real contribution to the design of their child's educational program when they take some time to think about goals that they would like to see their child reach. These goals can then be discussed at meetings with school personnel. The following exercise is designed to give you practice in identifying essential, realistic, and reachable goals for your child.

A step-by-step guide to education goal-setting

Read each section below, and take a few minutes to respond to the questions asked:

1. An educational goal describes a skill or behavior we would like to see a child learn, or do better.

2. Since educational goals on the IEP are usually written for one year, they are sometimes called *annual goals*. Many different kinds of goals can be set, but most of the educational goals you will want to aim toward with your child fall into one of the following five areas:

    2.1 Academic Skills (e.g. reading, writing/spelling, math)

    2.2 Self-help Skills (e.g. eating, dressing, bathing, shopping)

2.3 Motor Skills (e.g. riding a bike, climbing stairs)

2.4 Social/Emotional Skills (e.g. sharing, making friends)

2.5 Vocational/Prevocational Skills (e.g. following directions, completing jobs, using tools)

3. Now, think of one thing you would like your child to be able to do by the end of the school year. Write it here: (child's name) _____

will _____

_____

Did you write something like:

-Improve sight vocabulary
-Spell name and address without error
-Bring belongings home from school
-Be able to play baseball
-Be able to make change

If you wrote something like the examples above, you have written a goal for your child.

4. Look at the goal you wrote. Next, look back at Step 2, and check the skill area that is most like the goal you wrote. For example, if you wrote, "Jamie will have better coordination," you would check 2.3, Motor Skills. If you wrote, "Alicia will be able to pick out her clothes and put them on," you would check 2.2, Self-Help Skills. If you wrote something like, "Chia will do her homework," mark the skill area that seems closest to the goal—2.1, Academic Skills.

5. Before going on to the next step in goal-setting, let's look at a few more examples of goals in each of the five areas.

Academic Goals

Reading Goals
-read traffic safety signs
-improve sight vocabulary
-read at a 5th grade level
-understand what is read
-read a book

Writing/Spelling Goals
-print name and address
-spell name and address
-write a book report
-make fewer spelling mistakes
-print more neatly

Math Goals
-get a passing grade in algebra
-count by 10s
-make change
-tell time
-learn the multiplication tables

Motor Goals

-swim
-cut with scissors
-play on the basketball team
-drive a car
-play the piano

Self-Help Goals

-eat with a knife and fork
-go to the store on errands
-bring belongings home from school
-use the stove safely
-ride the bus
-use the telephone
-cross a street with traffic signals

Social/Emotional Goals

-have good manners
-enjoy playing with age-mates
-sleep without a light on
-play table games with the family
-participate in group activities

Vocational/Prevocational Goals

-be on time (for school, etc.)
-learn to type
-listen and follow instructions
-do chores around the house
-fill out a job application
-work independently

Notice these things about the sample goals above:

-They are stated positively;
-They tell what skill the child will have (play the piano vs. taking piano lessons)

Also notice that some goals seem to fit into more than one area. "Learn to type" could be seen as a vocational skill or as a motor skill. Knowing which area the goal should fit into is not really that important; the skill areas merely help you to think of all the kinds of things you'd like your child to:

learn
do better
do more often.

6. On the next page, there is space for you to write some more goals for your child. Remember, goals should be realistic, and reachable within a reasonable amount of time (otherwise, both you and your child may be frustrated and disappointed). You may want to review the sample goals before you go on to the next page.

Try to list as many things as you can that you would like your child to be able to do. Don't worry about what language you use. Write what comes into your head. Try to keep your pencil moving!

Goals List for _____
Child's Name

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

From *Directions II: A workbook for families.* Los Angeles: Western Los Angeles Direction Service, 1978.

The Individualized Educational Program Process: Rights and Responsibilities

Summary

The Education for All Handicapped Children Act of 1975 (Public Law 94-142) established four major rights:

1. Free appropriate public education.
2. Placement in the least restrictive environment.
3. Fair assessment procedures.
4. Parent involvement in educational decisions.

and two protections:

1. Individualized Education Program (IEP)
2. Due Process Procedures

A written Individualized Education Program (IEP) must be developed before a student receives special education services. An IEP is:

- A written individualized statement
- Developed by a team
- To guarantee delivery of appropriate services
- For all children who meet eligibility requirements

The Individualized Education Program (IEP) is developed by the IEP team. This team shall include; but not be limited to:

- One or both of the pupil's parents, a representative selected by the parent, or both
- Administrator or administrative designee
- Pupil's present teacher. If the student does not presently have a teacher, a regular classroom teacher referring the student, or a special education teacher qualified to teach a student of his or her age.

The Individualized Education Program (IEP) shall include but not be limited to, all of the following:

- Student's present level of education performance.
- Annual goals and short-term instructional objectives.
- Statement of specific special education and related services to be provided, including extent to which the child will participate in the regular program.
- Projected date for initiation and duration of such programs and services.
- Appropriate evaluation procedures and objective criteria for determining, at least annually, whether the short-term instructional objectives are being achieved.

Due process ensures that both school agencies and parents have the right to request a hearing to resolve disagreement relative to the appropriateness of the special education programs and the services offered or being provided for the student. The due process hearing procedure ensures that specific procedures and time lines are followed whenever there is a proposal or a refusal by the school to change a student's educational program. Issues which may be considered under the due process hearing procedures include:

- Identification
- Assessment
- Placement of students with exceptional needs
- Provision of a free appropriate public education

Parents and students are offered many rights and protections by laws and regulations. In addition to these rights they should assume a corresponding set of responsibilities.

Parents Responsibilities

1. Coordinate your child's records—keep a file on educational, psychological and medical records.
2. Initiate school conferences early in the year.
3. Share specific information about your child and assist in developing appropriate IEP goals.
4. Join parent organizations.
5. Attend school board meetings, parent group meetings and parent advisory committees.
6. Give positive reinforcing messages to teachers, counselors, administrators and school board members. This can be accomplished through writing notes and letters or making phone calls.
7. Keep informed about current legislation.

Student Responsibilities

1. Learn about your IEP and the process used to develop the IEP.
2. Give information to the IEP team about what you want to learn.
3. Become a member of the IEP team.
4. Work to meet your goals and objectives.

Bibliography

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Lesniak, P. and Radius, M. *Student study teams: A resource manual for trainers and implementors.* Sacramento, CA: California Department of Education, Special Education Division, 1988.

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Evaluation

Your responses to the questions/statements below will assist us in improving this module. Please respond to all items. Your participation in this evaluation is completely anonymous. DO NOT place your name anywhere on this evaluation.

Based on a scale of 1 through 10, how much of the information presented was new to you?

_____ 1 is not much new; 10 all new.

	Strongly Disagree	Disagee	Undecided	Agree	Strongly Agree
1. After this session, I am aware of the federal and state laws and regulations which safeguard the rights of children with handicaps and their parents.	1	2	3	4	5
2. This session helped me develop an awareness of the IEP process.	1	2	3	4	5
3. Because of this session, I have examined some of the roles and responsibilities of the parent in the IEP process.	1	2	3	4	5
4. As a result of this session, I can write goals for the IEP.	1	2	3	4	5
5. This session made me aware of effective techniques for parental and student involvement in the IEP process.	1	2	3	4	5
6. The material presented was sensitive to all cultural groups.	1	2	3	4	5
7. The material covered information which was appropriate to all handicapping conditions.	1	2	3	4	5
8. The material presented matched my needs.	1	2	3	4	5
9. I will use some of the information/resources that were introduced.	1	2	3	4	5
10. The instructors did a good job.	1	2	3	4	5

11. Specific suggestions to improve this module: _____

_____

_____

_____